

THE AMERICAN JOURNAL OF EDUCATION

AND NATIONAL EDUCATOR.

Universal Education—The Safety of a Republic.

Vol. XXIV.

WASHINGTON, D. C. AND ST. LOUIS, MO., AUGUST 3, 1891.

No. 8.

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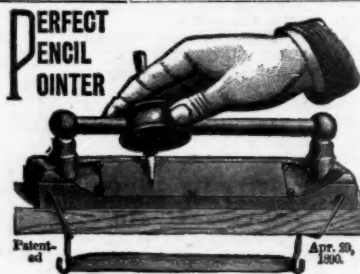
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WASHINGTON, D. C. AND ST. LOUIS, MO., AUGUST 3, 1891

No. 8.

NINE Editions are Printed for the Editors, by PERRIN & SMITH, 208 to 212 Vine Street, each month, and "Entered at the post-office at St. Louis, Mo., and admitted for transmission through the mails at second-class rates."

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LET us teach in all our schools; truth, justice and charity, remembering always that what we put into the first of life we put into the whole of life.

THE thoroughly tried man you will not find frequently on your travels.

THE bravery of the teacher is equal to that of the warrior—but it is not quite so noisy. It secures victory without bloodshed, however, and good without evil.

ZERO—morally and intellectually—leaves some people in peace, but what a price to pay for peace!

Yes, there is vegetation. If you do not believe it, look about you.



And National Educator.

Washington, D. C. & St. Louis, Mo., Aug. 3, 1891.

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BLESSED are those teachers who are "sunshiny" in their work and walk—who teach and train the children to love the sunshine, and thus throw a perpetual light athwart their pathway.

OUR teachers are torches, lighting up the pathway of the children to usefulness, honor and power.

Let us help, and honor them in this great work they do for the state and the country.

You see, you can stay at home, and take two trips round the world with your family, now, for a mere trifle. Send stamp for our Premium *Globe* Circular, showing just how to do this.

You get a vast amount of information if you take the two trips round the world with our "Premium *Globe* Circular," and all the teachers, and all the children, and all the people, too, will want it.—We want them to have it.—Send stamp for circular.

THE school board of Moberly has elected ex-State Superintendent Coleman to the superintendency of the city schools.

PROF. J. P. Blanton, recently elected to a chair in the State University of Missouri, has been tendered a professorship in the Chicago University.

It is said that the total number of miles of railroad in the United States is at present 167,741. Illinois, 10,114—the largest number of any state. Rhode Island the smallest number, 224.

MISSOURI contains 65,370 square miles, or 41,836,931 acres. Population 1890, 2,679,184. Number of miles of railroad at present, 6,153.

MISSOURI is already attracting the attention of all the other States in the Union by the vigor and efficiency of work done. Superintendent Wolfe in the increased attendance on the State teachers association—by the State training school with over three hundred in attendance by the system of "Teachers Institutes," in which nearly all the teachers in the State are brought in contact with those trained for this special work. The article from the *New England Journal of Education* is a recognition of this step in advance on the part of our teachers. We hope every teacher in the State will read the important suggestion made by G. A. Carnahan to the Ohio Teachers' Association. "Improvements must come from the teachers." Others are too busy and too much absorbed in other directions and duties to inaugurate these needed improvements. We are glad to see State Superintendent Wolfe cordially and strongly endorsed at home and abroad.

WHEN you have made two trips round the world and found out all that can be learned on two trips, you can vary your route and take a dozen more if you like.

ADVERTISEMENTS sent to the *American Journal of Education*, go into all the nine editions.

THE vital point in the discussion of the relation between universities and schools of lower grade was brought out with exceptional clearness by President Jesse in his address before the State Teachers' Association. The ultimate ideal of university work is that of purely post-graduate, and therefore special or professional training. The college course is pre-supposed as completed.

Doubtless for the system of the schools of a state this points ultimately to the development of the high school into the peoples' college, in which the prescription work will be completed by the individual, and from which the individual will be able to pass directly to the university, where he will find the fullest and most efficient aids in his preparation for the special line of work to which he has chosen to devote his life. The university, rightly understood, no more includes the college (high school) than the latter could rightly include the work of the primary grades. The practical question is simply one of differentiating elements, of which the distinction has not, in this country, been sufficiently appreciated.

WE are glad to see the perfectly harmonious relations growing up between the private and public school interests—between the denominational schools and the State universities.

Dr. Laws made a strong plea for the denominational colleges at the State Teachers' Association at Pertle Springs

THERE was a large attendance of the private school principals at Pertle Springs meeting of the State Teachers' Association of Missouri.

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LET us as teachers read the gospels much, and get their spirit in our work. In this way we shall get both strength and illumination.

OUR teachers have a great work to do in drawing into the schools the large number of children who are not now enrolled in any school, either public or private.

The public school must be made large enough and broad enough to reach all the children of school age.

If there is not money enough and teachers enough for this, let us spend more money and employ more teachers. We cannot afford to have one in this country grow up in the helplessness of ignorance.

THE ignorant and the thriftless are ignorant and thriftless because they have not been taught better. There is yet a vast work for the schools to do in this direction.

THIS magnificent work of the four hundred thousand teachers in our public and private schools in training the children of the nation to probity, to industry, to co-operation, six hours a day, is marvelous in its influence, if it is silent and for the most part unobserved.

LIVING in and breathing the air of love and intelligence, such as pervades our common schools in America, preserves the souls of the children from anarchy and hate. The teachers do a great work as they level up—all the time—and not down.

ALL the crimes of man begin by a neglect of the proper training of the boy. Our schools train all the time to obedience, to industry and to co-operation. We cannot afford to neglect the children growing up, lest we reap a harvest of crime.

WHAT our teachers wish to insure by their work—what they do accomplish in the schools—is the welfare and enrichment of the people, giving them both intelligence and power.

NO NEED now to read inferior books, the best can be had for a trifle.

THE habit of meeting well-read refined men, and knowing them, is an essential requisite for our teachers. They come in books, if not in person, and books are now very cheap.

EVERY live teacher is a regenerative force and genius in the community.

These plentitudes of the Divine Presence by which the high tides of the human spirit are raised and great virtues become established, fill the nation with genius and piety.

WITH education, study, and a more extended intercourse, eccentricities and asperities wear off. Travel helps in these directions, too.

THE intelligent, cultured soul finds God twice. Once within—once without,—within as an eye—a conscience,—without as a light.

Not by letting alone, but by a vigorous, heroic undertaking, do we gain the crown and strength of victory.

THE boy or girl, or man, who knows, has stamina and can and will lead off in emergencies. Our schools all the time give this sort of strength to the people.

YES, dare to displease, if speaking the truth to maintain the right displeases. Let us be something more than an echo in the world.

Grand Old Missouri.

WE present below extracts from the able address delivered before the State Teachers' Association at Pertle Springs (Warrensburg), on June 23, 1891, by Hon. R. D. Shannon, of Joplin, Mo., Ex-State Superintendent of Public Schools.

"When, in 1820, Congress proposed to admit Maine and Missouri into the federal union the National Legislature offered to our territory the 16th section of every township and one entire township, or 23,040 acres, as a gift for educational purposes.

The Constitutional Convention of 1820 promptly accepted the donation and submitted to Congress a counter proposition, in the form of a request, to permit Missouri to devote a portion of the 'Road and Canal Fund' to the same use.

The State of Missouri now has five distinct public school funds—each held for a separate purpose, denominated respectively, township, county, state, special and seminary, or university. The origin of three of these has already been stated—the township in the 16th section, the university in the special donations of townships, and the county in the 'Road and Canal Fund.'

There was one notable increase of the state school fund, by none of the means stated above, in which your speaker takes special and peculiar pleasure. In November, 1875, while State Superintendent of Public Schools, I converted the U. S. bonds held in this fund, and amounting to \$1,671,600, into Missouri state bonds, and by that transaction added nearly \$250,000 to this trust.

In the report of the State Superintendent of Public Schools, for last year, will be found the following statement of the amounts of our public school funds:—

State Fund.....	\$3,140,853.00
University Fund.....	540,000.00
County Fund.....	8,687,565.43
Township Fund.....	8,331,055.95
Special Fund.....	48,407.61
Total.....	\$10,747,881.98

To this total must now be added \$647,000 which the legislature recently appropriated to the State University, on the recommendation of Missouri's enlightened, progressive young governor—David R. Francis. Add to this the usual annual increase in the county and township funds, since this report was prepared, and we get a sum total of eleven millions and nearly a half, which is the largest permanent, productive school fund owned by any State in the Union, unless Texas be an exception.

The speaker reviewed the work of the Committee on Education, of which Col. W. F. Switzler was chairman, in the Constitutional Convention of 1875, and also of the convention itself. The committee, or at least a portion of it and Dr. Shannon, were diametrically opposed as to what branches should be taught in the public schools. A portion of the committee, as did also many members of the convention, were in favor of restricting the public instruction to six or eight elementary studies—the "three R's." But the provision to limit the work of the common school was defeated, so that 'the constitution under which we now live, is silent as to the scope of the work of the public schools; and I have no doubt it will always so remain.'

All honor to the Constitutional Convention of 1875; all honor to Col. Wm. F. Switzler and his associates of the Committee on Education in that body; all honor to the general assemblies which have not been content to comply, merely, with the requirements of the constitution, but manifested the liberality of commendable appropriations to our normals, and our university, and in devoting one-third, instead of one-fourth, of the revenues to the support of free schools, and have made the minimum term of schools six months, annually, instead of four, as required by the organic law. All honor to 'grand old Missouri!'

WE have been somewhat conversant with the trend and tendency of educational movements in Missouri for the last twenty-five years. We heard for the first time, at the State Teacher's Association, the other day, complaints that the teachers and professors in the private schools and colleges were not always welcome co-laborers in these meetings. Certainly the educational work done by these private schools and colleges has been of immeasurable value to the State as well as to the large number of individuals who have been trained in these institutions. We need and ought to welcome most sincerely and cordially all these instrumentalities for the up-building of a more intelligent Christian citizenship.

There is work enough for all, room enough for all, and all should be, nay, more, will be invited to co-operate in every way possible to put Missouri in the lead in intelligence, industry and power.

An Eloquent Address.

"How easy dost thou take all England up."

—SHAK.

DR. W. T. HARRIS, United States Commissioner of Education, in his response to the welcome of Canada to the National Educational Association at Toronto said:—

"In behalf of the people of the United States I thank you for this cordial welcome to your hospitable city. We have long heard of your thrift and of the sobriety of your manners, and we have listened with great interest to the story of your happy adjustment of local self-government with centralized power. The fame of your educational institutions has created in us a warm desire to come to your province and see for ourselves. We come not as entire strangers, nor indeed as people differing widely in language or in political institutions; on the contrary, we claim close relationship,

ALMOST BROTHERHOOD

as descended from a common mother nation, the great Anglo-Saxon Empire Britannia, ruler of the seas. We are the elder and you the younger offspring of that nation, whose glory in the world's history is that of the invention of local self-government, the greatest political device ever invented by man for the protection of the individual and the preservation of his liberties. Like all contributions to the forms of civilization, this device is not the invention of theoretical thinkers. It is something far deeper. It was born of great national struggles, the collision of races, the Celt, the Saxon, the Dane and Norman meeting in bloody conflict, and the innate stubbornness of each furnishing an element in the four-fold product, the British constitution. The mutual toleration, the sense of fair play, the readiness of all to defend each in the exercise of his individual prerogative, the profound respect for established law—those characteristics belong essentially to the original people that

INVENTED LOCAL SELF-GOVERNMENT.

WE both of us here unite in gratitude towards that common ancestor who is still young in strength and beauty. But we must remember at this point that you are still living in the old family as an integral part of it. We have long since gone out from that family. But, while no one of us regrets our separate independence, we do not for a moment suppose that we have taken with us all the good things. In studying your own social and political forms we see that you who still hold fealty to the British flag, have preserved much that we may well imitate. Your union of central and local powers is more perfect than what we have yet achieved in the States. Our own history, beginning with a bloody revolution, has always shown a tendency in the people to dread the centralizing of power in the Government. There is a deep jealousy, even at this late day, of centralized power. The consequence of this has been that we have never evolved that perfect balance between local and central powers. We behold in your Dominion a more perfect balance in this respect than we have been able to attain. We see this in your political government and in your schools. It is a great opportunity that we have, and we rejoice in the opportunity to study and learn from a fresh experiment at local self-government and the preservation of it by

COMMON SCHOOL EDUCATION.

You too, like ourselves, have your conservative support in the education of the youth, and your movements in this great cause have attracted our attention for a long time. The honored names, honored wherever educational history is studied, the honored names of Ryerson, Hodgins and Ross, stand for us as significant of new departures full of promise in educational methods and organizations. We thank you for your hearty reception; we congratulate you on the liberty and the prosperity which you enjoy within the old national family. May the day when you shall feel a necessity for a separation from that family never come. But let another and different day draw near when all English-speaking people shall form one grand confederation of independent nations—settling all questions of difference by international conferences. On the basis of local self-government there is no limit to the extent of territory that may be united, for, according to its principle, each province, each section, governs itself.

IN ALL LOCAL INTERESTS.

Only in common interests is there a common authority. Only in supreme concerns does the supreme power interfere. Let us all who have a common share in Runnymede and in Shakespeare, and who love England and Scotland as the home of our ancestry, let us study here the problem of education in the light of our similar social and political problems, being assured that a civilization whose symbols are the railroad, the public schools, and the morning newspaper, shall find in this study the best key to its sphinx riddles and the perplexing issues which the time and spirit offer to our peoples. Teachers and citizens of Canada, we, as your cousins and brethren, thank you." (Great cheering.)

THE address to the graduates of Yale was delivered by Justice David J. Brewer, LL. D., of the United States Supreme Court, whose subject was: "Protection to Private Property from Public Attack."

In the course of his address Justice Brewer said:

"We stand to-day at the threshold of two thoughts, two demands. One is that land is the common property of all, as light and air; that the ownership of land is as much against common right and justice as an appropriation of the free light and air of heaven. The outer door, which is but yet slightly ajar, opens to the proposition which, ignoring all differences of property, says that he who toils and accumulates, and is protected by the State in that toil and accumulation, has all the obligations of protection discharged at his death, and that then all his accumulations should pass to the State, leaving only to his heirs the same freedom of toil and accumulation and the like protection which he has enjoyed. But the matter to which I want to call your special attention is the spoliation and destruction of private property through the agency of the undefined and perhaps undefinable power, the police power of the State. It is the refuge of timid judges to escape the obligation of denouncing wrong in a case in which some supposed general and public good is the object of legislation. The absence of prescribed limits to

this power gives ample field for refuge to any one who cares not to assert his convictions of right and wrong.

"When the great State of Kansas proclaimed by the voice of its people, through constitutional amendment, that the manufacture and sale of intoxicating liquors as a beverage should cease in its borders, humanity rejoiced, and I am glad to have written the opinion of the Supreme Court of that State affirming the validity and rightfulness of what was done. I regret to add that in the glory of success and the furtherance of a good cause the State forgot to be just. There were four or five breweries, worth a few thousand dollars, built up under the sanction of the law, owned by citizens whose convictions were different than those of the majority, and who believed that the manufacture and sale of beer was right and wise. As good citizens it was fitting that they yield to the judgment of the majority. As honest men it was fitting for the majority to not destroy without compensation, and to share with a few the burden of that change in public. It will be said hereafter, to the glory of the State, that she pioneered the way to temperance; to its shame that at the same time she forgot to be honest and just, and was willing to be temperate at the expense of the individual.

"So, out from these considerations I work this thought—that while the Government must be the judge of its own needs, and in the exercise of that judgment may take from every individual his service and his property, and in the interest of public health, morals and welfare may regulate or destroy the individual's use of his property or the property itself, yet there remains to the individual a sacred and indestructible right of compensation."

Kansas.

"Sweet is the country because full of riches."
The people liberal, active, wealthy.

—SHAK.

KANSAS is not poor. We published a short time since what Gov. Crawford said in regard to the members of the *Farmers Alliance* and their unflinching determination to pay their debts.

Gov. Crawford said: "The members of the alliance, generally speaking, are practical farmers, and just as honest and honorable in their dealings as any other class of citizens. They would *spurn the thought* of not paying their debts or an insinuation that they are in favor of repudiation.

Our people are always aware of the fact that the bulk of the money invested in Kansas mortgage belongs to farmers, mechanics, merchants, factory employees, clerk, teachers, and the estate of deceased persons in Pennsylvania, New York, and New England, and on that account, if for no other reason, every honorable man in Kansas will fulfill his business obligations."

Now that this can be done and that

it will be done we cite the carefully prepared statement of Maj. R. Hurst.

Maj. Hurst of the State Live Stock Commission shows not only the probable corn yield but the revenue the State will derive from corn, cattle and other sources. He says:

"I think it is a conservative estimate to say that the people of Kansas will sell within the next year \$100,000,000 worth of stock and farm products raised this year. I mean that that much of Kansas grain and stock will go outside of the State, besides what we use ourselves. The total corn crop of the State this year will not be less than 260,000,000 bushels. The acreage is less than two years ago, because of the increased acreage of wheat in the western part of the State. In the Arkansas Valley and Cowley, Sumner, Harper, Sedgwick, Harker and Kingman counties the corn is simply *immense*. I never saw such corn anywhere. There are fewer hogs in the State this year, and for that reason the great bulk of the corn must go to the eastern markets. There are about 3,000,000 head of cattle in the State in good condition, and are worth fully \$60,000,000. The cattle which will be shipped from Kansas this year will be better fed and larger than usual. A great many of the farmers in Kansas will get out *debt* this year.

That \$100,000,000 surplus means better schools too, a more liberal compensation for the teachers—longer school terms and so more power for the people. Some of the old unscrupulous politicians in Kansas may be "out of a job"—but *statesmen* are in demand there as elsewhere. The schools, here as elsewhere, train all the time for statesmanship and for more power among the people.

Suggestions.

BY W. T. HARRIS, U. S. COMMISSIONER OF EDUCATION.

WHEN it is considered that the World's Columbian Exposition of 1893 is destined to be the greatest of the great World's Fairs, and that it will attract many influential and observant foreigners, to say nothing of the large number of our own citizens who will visit Chicago, it is manifestly the interest of each State to show its advantages in the way of popular education and civilization as well as its commercial features. Where two States offer equal industrial opportunities, the desirable immigrant chooses that one which will provide best for his family. Foreigners must not be permitted to think that the States of the Union do less for popular education than the monarchies of the world have been doing for the last few years. The absence of a general educational display might give grounds for such an inference that could not be counteracted by any amount of writing and speaking. Unless our educational display is more extensive than those made in Paris and Vienna by the home governments everybody will be

dissatisfied. It can not be as good as those exhibitions unless all the educational people of the United States unite their energies in the preparation of exhibits and the devising ways and means for showing them.

Many States and Territories have appropriated sums of money to provide for the expenses of State exhibits, but very few of them have allotted the money to the different departments or made any special provision for State Educational Exhibits.

Several State Teachers' Associations have appointed Exposition Committees, of which some are broad enough to represent all of the educational interests of the State while others are representative of the public schools only. As suggested in Bulletin No. 1, it is desirable that these committees should represent all interests—public and private, denominational and nonsectarian—so they should be very carefully formed and should contain such a list of names as will insure efficient service.

The State Teachers' Associations might serve a good purpose by devoting a considerable portion of the time at their next meetings to the formation of such committees and the devising of ways and means. One State Superintendent of Public Instruction thinks that local committees can be organized in his State to direct the efforts of the school children in securing money. For a previous Exposition, one school at least secured the necessary funds by conducting a local exhibition of the pupil's work. School officers might easily arrange inexpensive entertainments that would provide enough money to pay the cost of preparing the local school exhibits, perhaps something toward the expense of installation and maintenance. Lectures illustrated by the use of the stereopticon and exhibitions of the phonograph can always be relied upon to attract a remunerative audience. They would be doubly sure to do so if the proceeds were to be used to display the work of the school children in some great exhibition. If a considerable number of districts or towns combined to provide the instruments and they were kept in constant use, the expense would become very small. These hints are given with the hope that they may suggest better and more feasible plans that will be adopted for use next winter.

The best educational exhibition that the world has ever seen can not be prepared without the concerted action of many men and the employment of considerable time, on account of which every State Teachers' Association should take some definite action within the next few months.

TEACH the children that ignorance and prejudice are robbers; that vice is a thief; that truth and nobility are coronets, and character is a crown.

ARKANSAS

EDITION

American Journal of Education.

\$1.50 per year in advance.

S. M. MATHES, Little Rock..... { Editors.
J. B. MERWIN..... }

Arkansas,

Kansas, Missouri, Texas, the Indian Territory, Louisiana and other states contributed to the success of this grand Inter-State Summer Normal School and Educational Assembly held at Eureka Springs. We hope to have a full account of this great gathering for our next issue.

THE Annual Address of the President of the Southern Educational Association at Lookout Mountain, Hon. Josiah H. Shinn, was a magnificent effort, and will command wide reading and attention.

THAT was a good reply of the Catholic priest when he was asked not to expose his life in the pestilence: "I am not in this world to save my life, but to save souls." That is good enough for a motto for every teacher in the country.

We ought to vote early and often to dethrone and overthrow this tyrant, ignorance. Man can only be governed properly by intelligence.

It is not quite sufficient in this world to destroy abuses. We must substitute the better thing in its place so that the vase of vice shall become the urn of joy.

YES, these teachers, do in their quiet way, strong, grand, bold, magnificent things for the children and the people, giving them power in all directions. Let us treat them generously and righteously, giving words of appreciation rather than of censure.

Appointments.

C. WELLMAN PARKS, of Troy, N. Y., has been engaged to assist the Commissioner in the preparation of the exhibit of the Bureau of Education. I trust this gentleman will receive the hearty co-operation of all educational people—manufacturers, publishers, and school officers—in the accomplishment of the ends so much desired.

So far as heard from, Illinois, Indiana, Iowa, Kansas, Nebraska, Texas and Washington, are the States in which the State Teachers' Associations have appointed Exposition Committees to prepare exhibits. The State Teachers' Association of Kentucky and the New York State Council of School Superintendents have appointed committees to consider the matter and report at their next meetings. In Iowa the commission for State exhibits has appointed Hon. Henry Sabin as head of the State educational exhibit, and in Washington the committee appointed by the State Teachers' Association has been incorporated in the State commission.

Beyond this it is not known that the committees appointed by the State Teachers' Association have been given official standing by the action of State governments. The committees are given below so far as my information will permit:

Illinois.—Hon. Richard Edwards, Carlinville, *Chairman*; Superintendent William Jenkins, Mendota, *Secretary*.

Indiana.—Hon. H. M. LaFollette, Indianapolis, *Chairman*; Hon. H. D. Vorles; Professor W. W. Parsons; Dr. J. L. Campbell; Professor Butler, of Academy of Science; Dr. J. H. Smart, President Purdue University.

Iowa.—Hon. Henry Sabin, Des Moines, *Chairman*; Miss A. S. Abbott, Cedar Rapids; Professor F. M. Irish, Dubuque; Professor C. W. Dean, Sioux City; Professor T. McBride, Iowa City; Professor J. H. Landes, Keosauqua; Professor A. Abernethy, Osage; Professor J. E. Todd, Tabor.

Kansas.—Hon. J. M. Bloss, Topeka, *Chairman*; Rev. W. A. Quayle, President Baker University, Baldwin; Professor D. E. Sanders, President Kansas Normal College, Fort Scott; Superintendent R. W. Stevenson, Wichita; Miss F. Dickinson, County Superintendent, Alma; Miss M. E. Hopper, County Superintendent, Garden City.

Nebraska.—Superintendent Alexander Stevens, Sutton, *Chairman*.

Texas.—Hon. H. C. Pritchett, Austin, *Chairman*.

Washington.—Hon. R. B. Bryan, Olympia, *Chairman*; Superintendent J. M. Hitt, Whatcom; Superintendent W. A. Hiddleston, Vancouver; Superintendent W. B. Turner, Spokane Falls; Superintendent Charles Bean, Colfax; Superintendent W. A. Payne, Dayton.

GREAT credit is due Prof. Herbert B. Adams, of the Johns Hopkins University, Baltimore, as one of the first promoters of this work of University Extension in the United States. Wherever he has found opportunity and by all the means in his power he has furthered the cause of Extension Teaching.

A World Language.

"My Native English." —SHAK.

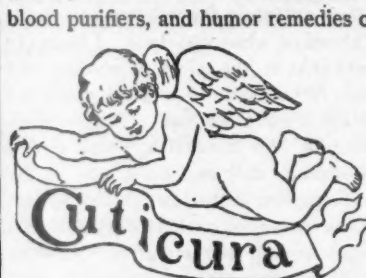
WHEN Shakespeare and Milton wrote only 5,000,000 or 6,000,000 spoke their language. One hundred years ago 40,000,000 of people spoke German, 30,000,000 French and 15,000,000 English. Prof. S. A. Marsh says that more than one-half of the letters of the world's postal service are now written and read by English-speaking people. Jacob Grimm, one of the ablest historians of language, says: "The English speech may with full right be called the world language."

What Everybody Should Know.

That the Burlington Route runs two daily trains to Denver, Kansas City and the West with only one change of cars between St. Louis and the Pacific Coast. Reduced rates for tourists are made to Colorado, Utah, Idaho, Montana, Wyoming, Dakota and Alaska points. Ticket Offices, 112 N. Fourth St. and Union Depot.

WINTER HUMORS

Cold, raw winds of winter fan to fury itching, burning, and scaly humors and diseases of the skin, scalp, and blood. No pen can describe their severity, no language can exaggerate the suffering of those afflicted, especially of little babies, whose tender skins are literally on fire. *Winter is the best time to effect a permanent cure.* Cuticura Remedies are the greatest skin cures,



blood purifiers, and humor remedies of modern times, are absolutely pure, and agreeable to the most sensitive, and may be used on the youngest infant and most delicate invalid with gratifying and unflinching success. CUTICURA, the great skin cure, instantly allays the most intense itching, burning, and inflammation, permits rest and sleep, heals raw and irritated surfaces, cleanses the scalp of crusts and scales, and restores the hair. CUTICURA SOAP, the only medicated toilet soap, is indispensable in cleansing diseased surfaces. CUTICURA RESOLVENT, the new blood and skin purifier and greatest of humor remedies, cleanses the blood of all impurities, and thus removes the cause. Hence, the Cuticura Remedies cure every humor of the skin, scalp, and blood, with loss of hair, from pimples to scrofula, from infancy to age, when the best physicians and all other remedies fail.

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CUTICURA REMEDIES are sold everywhere. Price, CUTICURA, 50c.; CUTICURA SOAP, 25c.; CUTICURA RESOLVENT, \$1. Prepared by POTTER DRUG AND CHEMICAL CORPORATION, Boston.

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New York.

THE action of the legislature of the State of New York, in voting \$10,000 for the inauguration of University Extension in that State, is largely due to the enthusiastic efforts of Mr. Melvil Dewey. By making use of the publications of the American Society, he succeeded in bringing this cause clearly before members of the legislature, with the above result. At the Albany Convocation, July 8-10, this subject came very prominently to the consideration of those present, one entire session being devoted to it. President Low of Columbia, Prof. Adams of Johns Hopkins, Secretary Henderson of the American Society, and several others made addresses. The discussion which followed was evidence of the widespread interest in the growth of the movement.

WITHIN one week the University Extension movement was a leading subject of thought and discussion in five great gatherings. On Thursday, July 9, George Francis James read a paper on this movement before the Pennsylvania State Teachers' Association, at Bedford, Pa. On the same morning Prof. Willis Boughton spoke to the State Teachers' Association of Maryland, at Ocean City, Md.; and in the afternoon Prof. H. B. Adams addressed the Ohio State Teachers' Association, at Chautauqua. On Friday

the session of the University Convocation, at Albany, was devoted to a discussion of Extension Teaching, and the Department of Higher Education, of the National Association, considered the subject on Thursday, July 16, at the meeting in Toronto. Can we not have the movement inaugurated in Missouri without further delay?

How It Foots Up.

FARMING as an occupation is more sure than writing "poems" according to the following inventory given by a young poet whose name is familiar to every magazine reader, and whose work the editors of periodicals receive with more favor than that of almost any other of the young school of versifiers. In fact, he is accepted by the public and recognized by his brother authors as one of the most successful young poets of to-day. Now, what does this mean in dollars and cents? I will tell you exactly. This young verse builder has sold during a year thirty-eight poems in all, and the prices he has received for them I copy here direct from his memorandum book:

5 poems to the <i>Century</i> at \$10 and \$15....	\$60 00
2 poems to <i>Scribner's</i> at \$10.....	20 00
7 poems to <i>Puck</i> and <i>Judge</i> , in all.....	53 25
1 poem to <i>Lippincott's</i>	12 50
5 poems to the <i>Harper's</i> periodicals.....	45 50
11 poems to <i>Life</i>	65 25
2 poems to <i>St. Nicholas</i>	22 50
4 poems to various other periodicals.....	19 25
38 poems. Total.....	\$306 25

—[Boston Journal.]

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PROF. FRANK GOODMAN, Nashville, Tenn., chairman of local committee on railroads, reception and arrangements of the Southern Educational Association, at Lookout Mountain, was as usual equal to all the emergencies of the occasion.

He won golden opinions from all quarters as he deserved to do.

SECRETARY, Major Eugene G. Harrell, of Raleigh, N. C., is as full of music as of good cheer, and kept the great crowd at Lookout Mountain in the best of spirits during the whole session of the Southern Educational Association.

THE paper on the "Relation of the State to Higher and Professional Education," by Prof. Edward S. Joyner, Columbia, S. C., was one of the most complete and exhaustive discussions of this important question that we ever had the pleasure of listening to. Its publication and careful reading will clear away the fogs and mists which prevail to so large an extent in the public mind at present.

The Southern Educational Association justified its organization and existence as a potent educational factor by the presentation of this paper alone.

THE masterly address, "A University for Southern Girls," by Miss Clara Conway, Memphis, Tenn., was listened to by a packed audience with the profoundest admiration. It will be published in full in the proceedings, and should be read in every home in the whole country.

THE Address of Welcome for the State of Tennessee, by Ex-Gov. Robt. Taylor, Chattanooga, Tenn., was in the Gov's happiest vein, and that means a good deal for those who know him. It was eloquent, pathetic, solemn, ludicrous, appropriate.

THE subject of "Drawing," by Miss Christine Sullivan, Cincinnati, Ohio, was ably discussed, and splendidly illustrated by practical work at the meeting of the Southern Educational Association at Lookout Mountain.

WE are specially indebted to Prof. H. D. Huffaker, of the *Southern Teacher*, Chattanooga, Tenn., chairman of the committee on entertainment and reception, for courtesies extended during our visit to Chattanooga and the meeting of the Southern Educational Association on Lookout Mountain. Prof. Huffaker seemed to be everywhere present, and helpful to all.

PROF. Alex Hogg, of Fort Worth, Texas, paid the Southern Railroads a well-merited compliment for their liberality, as manifested in their special low rates given to those in attendance at the Southern Educational Association, at Lookout Mountain, and for the generous interest in the progress of education at similar meetings at other points in the South. Railroad managers realize that an intelligent people create business by their diversified industries and intelligence, that they travel and create commerce between the State and nations, that they produce and reproduce vastly more than they consume.

Prof. Hogg never forgets to speak a strong, friendly cordial word for these great benefactors who do so much and so generously to make possible these great gatherings of the people. Too much cannot be said in their favor.

THE paper on "Southern Histories," by Prof. D. H. Hill, Raleigh, N. C., and the discussion of it by Major W. F. Slaton, of Atlanta, Ga., we hope will be published in full. They will make very interesting reading all round.



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WE were not able to be present at all the meetings of the several departments of the Southern Educational Association at Lookout Mountain, but the papers we were fortunate enough to hear would compare favorably with those to which we have listened for years at the meetings of the N. E. A. In fact, the Southern Educational Association will be in all respects a co-worker with the N. E. A., avoiding, we hope, the "political" and "ring" methods which have generated the "rows" and "explosions" in the N. E. A. In fact, the "self-elected little tin gods" seemed to have been rolled under, instead of on to the platform at Toronto.

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SHORT-HAND.

The Tenth Lesson of our Practical Course
of Home Instruction.

BY ELDON MORAN, OF THE ST. LOUIS COLLEGE
OF CORRESPONDENCE.

(Copyrighted.)

EXPLANATION.

A large hook prefixed to *r*, *m* and *n* indicates an added *l*, as in *coral* or *camel*, line 1. A similar hook, when attached to *l*, shows an added *r*, as in *color*. A short, light tick, forming a sharp angle at the beginning of *k*, *g*, *l*, *m*, or *w*, expresses *h*. When *hay* cannot well be written, a small dot, placed beside a vowel dot or dash, may be used to express the aspirate. See *Abraham*, line 2. A small hook prefixed to *l*, *r*, *m*, or *n*, expresses *w*; see *wait*, *work*, line 14. A large *w*-hook is also prefixed to *t*, *d*, *k*, and *g*, forming the double consonants, *tw*, *dw*, *kw*, and *gw*. See *twain*, *quack*, line 3. A large final hook, known as the shun-hook, is used for the syllables, *tion*, *cion*, *tion*, *shion*, etc. See *station*, *fashion*, line 4. When *s* precedes it, this syllable is represented by a little curl on the opposite side, as in *physician*, line 4. This *cwrl*, when initial, stands for *n*, as in *enclave*. A narrow loop expresses *st*, and a broad one *str*. Line 5. Doubling a curve adds *tr*, *dr*, or *thr*. Line 6. Half-length stems add *t*, or *d*. See lines 7, 8 and 9. Observe, 1st, that *t* is not pronounced until all vowels and hooks which are appended to the stem have first been sounded; 2nd, that *s*, if final, is sounded after *t*; that *l*, *r*, *m* and *n*, are shaded for *d* (line 9) except when a hook is attached. Line 8. A vowel, to be read after a stem and, before hook *l* or *r*, is struck through the stem, if a dash, or if a dot is changed to a small circle, preceding if a long, and following if a short vowel. Line 10.

Learn also *Prefaces* and *Affixes*, line 11, and *Coalescents*, line 12. *E*

Learners are cautioned not to write the shortened letters more than half the usual, or standard length, else the two will become confounded. The practice of the writer should be rather to form these brief signs a trifle less than the standard length. To avoid confusion, not only must the halved letters not be too long, but those of standard length also should not be too short.

Shortened curves are, in proportion to their length, bent somewhat more than full lengths; as an illustration, it will be seen that *md* extends almost as far above the line as *m*. See middle, line 9. This practice adds to the angularity of many word-forms.

When *t* or *d* is followed by a final vowel, it cannot properly be expressed by the halving principle; for, if it were so indicated, it would be impossible so to place the final vowel that it would be read last. To illustrate, *t* in *might* may be expressed by shortened *m*; but the employment of the stem *t*, in *mighty*, indicates the fact of a following vowel.

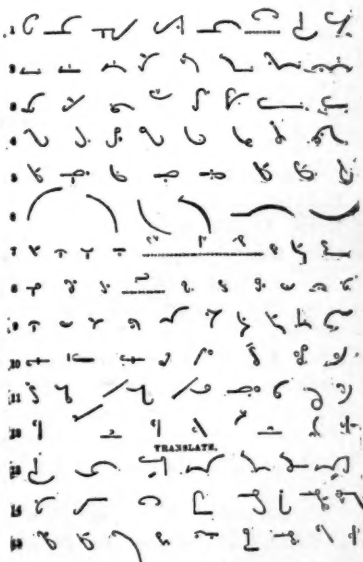
This lesson is difficult, but will well repay close study.

KEY TO PLATE 10.

- 1 Learn color coral relate camel million tunnel analogy.
- 2 Hack hug hum hole hire whack Abraham mayhem.
- 3 Wall wore swine wine twin dwell quack Guinn.
- 4 Option passion station separation fashion physician compensation ensnare.
- 5 Post coasting vest grazed against boaster fluster punster.
- 6 Letter order father weather cumber anchor.
- 7 Boat moat note gate plight died sobbed blade voted political.
- 8 Coats freights paint gift draft blend strained vend mend weld.
- 9 Mode send old sword middle needle failed poured attempt longed.
- 10 Core gall cull chart chill counterbalance circumstance selfish.
- 11 Complain introduce recommendation recognize castings yourself ourselves friendship.
- 12 Weed war woke wit web yield yoke youth Yeddo.

Translate lines 13, 14 and 15.

Plate 10.



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W. S. SUTTON, Houston, Texas.... } Editors.
J. B. MERWIN, St. Louis..... }

WISDOM and truth and light—the teacher brings, and the more he gives of these the more he has of them. Strange, is it not? Not so with other people—if they give money they miss it. The best thing to give in this world is “self-help.” This we give when we give wisdom and truth and light.

MERCY is the sweetest angel of the whole band.

WHO is there in this world that ever quite attains his ideal?

If we can not all study plants as botanists do, we can *love* the flowers, and sometimes the beautiful is as useful as the useful.

WE can all help each other to be more helpful and more tender, and so more heroic and noble. Teachers, too, should train in this direction.

YES, our work as teachers must be quiet, but it shines by-and-by with a never fading splendor.

Our Great Central Purpose.

“Grow great by your example, and put on The dauntless spirit of resolution!”

—SHAK.

COL. F. W. PARKER, of Chicago, President of the Cook County Normal School, in his paper on “The Common School of the Future,” said:

“The great army of one-half a million teachers on the continent of North America should have close to their hearts one great central purpose, and that is the education, culture, and professional training of teachers. The day is long past since every thoughtful educator has fully recognized the imperative necessity of the highest professional education for those who have the strongest influence upon the perpetuity of the republic.

Horace Mann felt this deeply when he found that the hope of a free people was vanishing in the degrading common schools of Massachusetts, which were fast becoming schools for the poorest people. After a prolonged and bitter struggle he founded in 1839 the first Normal school on the continent of America, near the old battleground of Lexington. From this seed in fifty-two short years have sprung one hundred and fifty, State, city and county normal schools. There is only one of the latter. The State Normal schools were founded and supported by the agricultural peoples, for the main purpose of furnishing high schools for their children—without this support they never could have

existed. This purpose has proved the normal schools, common and high schools, with a supplementary course in psychology, pedagogics, and the practice of teaching.

The education at the base has been necessarily imperfect, and the professional training insufficient. Notwithstanding these obstacles in the way of ideal normal training, the Normal schools of America have done more for progress in teaching than all other influences combined.

One school alone has thrown more light upon better methods than any two universities in the land, that of Oswego, and Dr. Sheldon is its prophet. The whole nation is crying out for great teachers, great educators, and above all, great superintendents. The present Normal schools have done their work thoroughly and well; they have made a far higher professional training possible. My fellow teachers, the day has now fully come when high grade professional training schools and colleges are an absolute necessity. The day has come when steps should be taken to see that no college or university graduate is ever allowed to take upon himself the sacred office of teacher without at least two years professional training in a school or college fully equipped for that purpose. Here lies the way of the future school. Exalt the Common schools by the exaltation of the teacher. Make thoroughly educated men and women fully capable of taking the priceless treasures of truth, revealed in this mighty century, to the school-room, and put them in the souls of the children. Make them capable of undertaking the problem of man and the destinies of humanity. Raise the teacher from the low conflict over petty methods and devices to the higher atmosphere of principles and laws. Our interminable squabbles over this *method* or that device would, under such teaching, vanish into thin air; our profession would be lifted where it belongs, to the head of all professions, and the army of such teachers would set God's people free.

This great International Convention of Teachers can at this convocation do no grander work for humanity than to consider thoughtfully, prayerfully and profoundly the training of the future teacher for the future school, the school which must be sufficient for the exigencies of the future; the Common school which stands in the forefront of the new civilization, the civilization born on the hills of Bethlehem, and destined to permeate the whole earth.

Yes, with our free schools it is not only a disgrace, but a crime, to be ignorant. What can the ignorant person know of his duties to society, or of the possibilities of bettering their own condition, and so helping to better the condition of all. Let us see to

it that all children attend school—some school—public or private, to escape from the darkness and bondage of ignorance.

LET us not condemn hastily child or man, but reach out the helping hand, and in giving strength, gain more strength to give.

IS IT not a fact that a vast amount of the real wealth of the country has been produced the last year by the intelligence, industry and frugality of the farmers of the country?

THE common schools, by their work scatter great learning, and pour into the general mind of the people great ability to do and to correct evil and wrong—permanently.

THE school is the vanguard of both power and civilization among the people, because it lifts all to a higher plane of intelligence.

EVERY teacher should receive nobility from association and from reading the great authors, just as iron becomes magnetic by contact with a magnet.

COL. PARKER, in his speech before the N. E. A., at Toronto, said: “The common school is relatively a babe in its swaddling clothes in comparison with the other great institutions of earth. But the doctrine that the highest duty of a nation or community is to educate each and all of its members in schools common to all at the public expense was born and nurtured on American soil, and to-day it is practiced nowhere else outside of America.

“It was the inspired conviction of our fore-fathers that common education is as essential to democratic government and growth as air is to life. Our fore-fathers had an inspiration and a belief; they had no prescribed plan, or no precedent for that plan. They did not have the least conception of the mighty growth of the seed which they planted. The common school furnishes the essential principles in the development and perpetuation of a democracy, and its growth and progress has been purely democratic; it has been, and is ‘of the people, for the people, and by the people.’

* * * * *

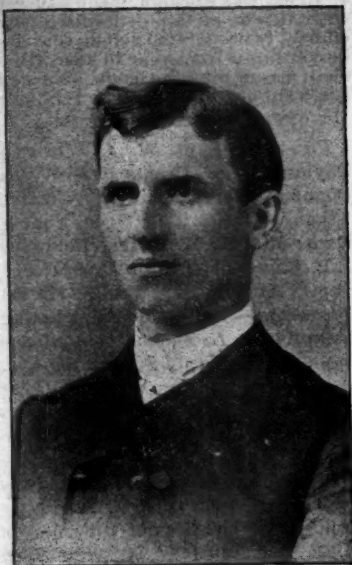
I have said that the common school is the infant Republic, because in the common school all castes, classes, shades of belief meet, and learn to love and to live for each other. Under the divine influence of the common school that bigotry and hate and narrowness which perpetuates fixed ideas vanish and give place to the profoundest human sympathy. The supreme duty of a nation is to give to each and all under its aegis the liberty and the means of becoming free. Liberty is granted by constitutions and laws. The common school is the one central institution which presents to each the

means of freedom. Freedom is gained by the knowledge and obedience to God's laws. Perfect obedience is perfect freedom. The inspired sentences which explained divine freedom are: ‘The truth shall make you free.’ ‘He that doeth the will shall know of the doctrine.’ ‘He that doeth righteousness is righteous.’ ‘Work out your own salvation.’ The common school has for its ideal the common education of all the nation. All races, classes, sexes, and sects, and social positions in one school, common to all, from the kindergarten to the university inclusive. Thus the ideal education of America makes the kindergarten, the high school, and the university as free to all as the primary and grammar schools are. The ideal education of the common school comprehends all charities; it sums them up in one gift, that of character—the character which includes the performance of the duties of life, the highest citizenship, and the only basis for moral and ethical life. The fragmentary and desultory charities of the past sink into utter insignificance before this supreme gift of the means of freedom. The Republic says to its citizens, ‘You cannot be educated outside of the common school, for the common school is the infant republic.’ The new civilization has for its motive that much abused and grand word, democracy. True democracy imperatively demands the education of children into that ideal of character which comprehends freedom in its fullest sense.

The children of a republic are to receive the education of sovereigns, because their highest duty and strongest obligation is to give their lives for the whole. To take the words of Froebel, the new teacher, with his hand lovingly in the hand of the child, points to the Invisible Third and says, ‘Let us find the truth; let us seek it together.’ The common schools of America are established. They are rooted and grounded in the minds of the people. No power on earth can abolish them except civil war, and that cannot, for at the word millions would rise and battle for this child of America, the common school.”

THE Department of Superintendence, President, Hon. Solomon Palmer, East Lake, Ala.; Secretary, Prof. J. T. Gaines, Louisville, Ky., developed some new lines of thought and work which will be of value when published in the proceedings of the Southern Educational Association.

J. B. MERWIN, of St. Louis, managing editor of the *American Journal of Education*, in the absence of Dr. J. L. M. Curry, Washington, D. C., delivered an address on “The Relation of the Press to Education,” on Thursday evening before the Southern Educational Association at Lookout Mountain.



JOHN HERBERT PHILLIPS.

1. Born in Covington, Ky., Dec. 12, 1853, of Welsh parentage. In 1858 parents moved to Southwestern Ohio, reared on a farm; received elementary education in common schools of Ohio.

2. In 1871 began teaching in the country schools of Ohio, then continued teaching in West Virginia, near Charleston, until 1875. During this period he prepared himself both in scholarship and finances for a course in college. In 1876 he entered Marietta College, Ohio, and in 1880 graduated from that institution with high honors.

3. Upon graduation, was elected principal of the Gallipolis, Ohio, Public High School; served three years and has been elected for the fourth year with an increase of salary, when he resigned (in 1883) to accept the work of establishing the present public school system of Birmingham.

4. Received the degree of A. M. from Marietta College, and that of Ph. D. from Southern University; is a member of Presbyterian church, Phi Beta Kappa Society and a prominent member of the several Masonic orders.

5. Has devoted his life to the study of education and the establishment of national educational methods.

Dr. Phillips is a man of superior intellectual capacity, a hard worker and possesses a discriminating judgment. He has rare self-possession and great individual force of character. He is affable in manners though dignified, firm and out-spoken as to his convictions. He is a school man in all that the term implies. He is wise in the adoption and use of methods, ever ready and seeking to adopt the very best; hence he is aggressive without being erratic, a safe reformer and guide in educational methods.

In 1883 he came from Ohio to undertake the herculean task of establishing and conducting as superintendent the public school system of the rapidly growing and cosmopolitan city of Birmingham, at the time destitute of suitable buildings, and with less than a dozen teachers, none of whom were

fitted by special training for the work devolving on them, he brought system out of confusion, so gained the confidence of the Board of Education, of the City Council and the public generally that he rallied all these to his support in the erection of large and elegant school buildings, and in securing a corps of well trained and successful teachers, so that the public schools of Birmingham are not only the special pride of the city but of the state. The writer of this sketch does not hesitate to say that the public schools of Birmingham will compare favorably with the schools of any city in the United States. He has continued without opposition at the head of the system since first elected in 1883, and is deservedly more popular to-day with teachers, parents, school board and council than ever before. To show how he is appreciated at home the following editorial from the *Daily Age-Herald*, the leading daily of the city is appended, written just after Dr. Phillips' unanimous reelection to his present term of three years.

Supt. J. H. Phillips.

It was a high, but thoroughly deserved compliment which the Board of education paid Dr. J. H. Phillips last night in unanimously re-electing him for another term of three years to be superintendent of the public schools of Birmingham. This action by the board will meet the cordial approval of the people and the children of Birmingham. When the city of Birmingham decided to organize a public school system, away back in 1883, Dr Phillips was selected as the man for that difficult, delicate and important work. He came here, then, a stranger, organized the present system, caught the confidence of the people, demonstrated his capacity, devotion and fitness, and has been here ever since and promises to stay with us for many a good year to come. His administration has been one of development, always adding something new, always broadening the sphere of action and deepening the channel of effort, until he stands to-day at the head of a system that has no superior in the South. He has himself grown constantly, and to-day no man is better equipped for the great work of education than he. The *Age-Herald* congratulates Dr. Phillips and congratulates Birmingham.

The past is a guarantee of the future. We can look back on eight years of unbroken harmony among the teachers and between the schools and the public, a record remarkable in the business management and executive capacity it attests. That the people are attached to the schools and have pinned their faith to the system as developed, is shown by the public school buildings that adorn the city and are her proudest monument of progress.

He has endeared himself to the

teachers of the State by his voluntary work in the county and congressional institutes held throughout the State. He has been for the two past years chairman of the Executive Committee of the Alabama Educational Association, preparing its programs and developing the association into one of the best in the South. His work and influence is not confined to the school-room nor bounded by state lines. As editor of the *Educational Exchange* his reputation and influence have extended over the entire South. He is a forcible writer, his editorials are copied with approval by the leading educational journals of the country. Modest and unselfish, may he long live to push forward the cause of education. Alabama will ever cordially welcome such sons from the Buckeye State, or from any other state, North or South.

Accurate Statistics.

"Gives to every power a double power
Above their functions and their offices."

—SHAK.

FROM the report on "Statistics," made to the Council of the N. E. A., at Toronto, at the late meeting, we make another extract or two:

"We assume that those interested in education, as a potent effort in the welfare of mankind, will admit that a knowledge of the social process going on is essential to a wise, practical management of the every-day details. Directive power depends on insight into the forces that are working. It ought to be evident, therefore, to all sceptics who consider these principles that accurate statistics furnish the first requisite towards wise directive power. The statesman or legislator who is providing for the school system must know the present status of school attendance, the rate of progress in the courses of study, the supply and efficiency of teachers, and the revenue and expenditure involved.

The teacher and the specialist needs many other quantitative inquiries. He needs to inventory quantitatively the successive steps of growth of the infant's powers and faculties—or the same quantitative information regarding the mastery of the branches of study, or the effects of confinement in school, the different kinds of exercises, the varieties of discipline, etc. There are thousands of special lines of investigation, where careful quantitative analysis will reveal data regarding the laws of educative growth.

But the four great lines of educational statistics are marked. The public opinion, which is the basis of all most advanced government in the world, desires to know concerning—(a) The attendance of pupils on school; (b) The advancement in the course of study; (c) The teaching forces and appliances; and (d) The revenues and expenditures.

The sociological interest is primarily occupied with the first and fourth—

the enrolment of pupils in the schools and the provision of means to support the schools. Next, after something has been done in these two essentials, there comes in the question of teachers (our third rubric)—how to provide for a constant supply of good teachers, and how to keep these in a state of growth in culture and professional skill. Lastly, even the general public gets interested in questions relating to the second need—the course of study—and wishes to know these and not other branches are taught; why they are taught in a certain order, why so much time is devoted to this or that branch. It gradually goes further, and inquires into the educating value of each branch—its effect in opening the windows of the soul, and in making the child participate in the products of industry and the mental acquisitions of his fellow-men. It inquires into the best order of development of the child's powers, and specializes its inquiries in many ways into the physical and mental conditions of education."

Missouri University.

HISTORICAL MEMORANDA.

February, 8, 1839—Act approved under which the university was located at Columbia.

June 24, 1839—The commissioners open the bids of the counties of Boone, Callaway, Cole, Cooper, Howard and Saline and locate the university in Columbia.

July 4, 1840—Corner stone of the university laid.

July 4, 1843—University dedicated.

November 28, 1843—First commencement.

July 25, 1844—Second commencement.

January 26, 1846—St. Louis medical college articulated.

June, 1856—St. Louis medical college separated.

September, 1868—Military department established.

September, 1868—Normal school established.

November 1, 1870—School of Mines at Rolla established.

December 10, 1870—Medical department established.

June 28, 1871—College of agriculture and mechanic arts located at Columbia and made a department of the university.

October, 1872—Law school established.

September 10, 1877—Engineering school established.

July 4, 1890—Semi-centennial celebration of the laying of the corner stone of the university held.

March 26, 1891—Act of congress passed by the 26th general assembly of Missouri, endowing the university by an appropriation of \$646,958.33, amount of direct tax refunded by congress March 2d, 1891.

ILLINOIS

EDITION

American Journal of Education.

\$1.50 per year in advance.

E. N. ANDREWS, Chicago..... } Editors.
J. B. MERWIN..... }

THE men and women and children and teachers who do things in this world have a healthy belief that things can be done.

WHEN you believe things can be done, you set vigorously to work to accomplish this work. Look at the "Reading Circles," at the "Womens' Clubs," at all these regenerative agencies which accomplish so much. Intelligence and sympathy help in all these directions.

YES, it takes a royal soul to understand a royal soul.

THESE sad, ignorant criminals were once innocent children. They are in interrogation points to you, and propounding a "why" that society and the teachers must answer.

BELIEF is health.

Scientific Investigation.

"Do not learn for want of time.
The sciences that should become our country."
—SHAK.

From the report of the Committee on "Statistics," read before the council of the National Educational Association, we make the following extracts:

* * * * *

"There is experience enough and observation enough in any age to furnish data for a complete science of nature and man, but from the circumstance that it is not quantified, this experience goes for little or nothing. The generalizations are so crude that they conflict with one another, and the inferences of one day refute those of the previous day, and in the end all is reduced to zero.

The facts of the world as given to us are dead results, and in order to attain any scientific knowledge—or any practical wisdom—in regard to them, we must go behind these dead results to the causes, forces or energies that have produced them. We must learn to see all real things in the processes that have brought these dead results here and will presently remove them hence. For the real things before us do not stay; they have come out of the region of possibility, and they will go again into that region as soon as they have masqueraded a longer or a shorter interval of time. The realities before our senses are, then, not true actualities, but only passing phases of some process or other. They are, in the language of recent natural science, mere phenomena. Science for this reason inquires rather into the process than into the immediate reality. The process abides, its dead results are in a state of change and vanishing. But we can learn the process only by the study of these same dead results. We must make them the basis of our inference. We must learn from them the processes.

Here it is that quantity becomes so important. Our statistics record the exact limits of reality, and show us the strength of forces and the quality of the forces. The present existing things reveal the process by showing us what forces are at work. A comparison of to-day with that of yesterday fixes the trend of the process. It is changing, and there is increase or diminution in the strength of the forces involved; some are yielding to others.

For the reason that science goes at once behind things and events to their moving causes, it is clear that quantitative data are absolutely essential to it.

Science enquires what relation each thing or event has to other things and events that precede or follow it. It seeks the relation of things to environments and the relation of events to preceding and following events. In this way each thing or event is made to throw light on all others, and all things and events are made to throw light on each. This is what makes science so important to men.

The relation of one thing or event to another is of no account for science, so far as it is a relation or influence—a relation of action and reaction. This proves the correctness of the statement made that science goes at once behind immediate things and events to enquire into the moving causes—to enquire into the living process, in short. Science gives system because it connects all these isolated data in the unity of the living process which acts through forces."

School Savings Bank.

WE have, from Mr. J. H. Thiry, through the office of the U. S. Commissioner of Education, not only "A manual for the use of teachers," but the rules and suggestions as to how to establish a savings bank in the schools.

Mr. Thiry says: "From our six years' experiment, we are convinced that where school savings banks have been established, they have proved that the practical value of thrift may be easily learned and started and that they are not intended to serve more than this elementary purpose.

The pennies collected grow to dollars, dollars earn interest and encourage the owner to further self denial and thrift. While yet at an impressionable age it must be engrafted upon the young mind that self dependence, forethought, frugality and provision for future by thrift are duties as needful for the right discharge of

life's functions as sleep and food for the sustenance of life itself.

Professor Huxley says: 'Self respect and thrift are the rungs of the ladder by which men may most surely climb out of the slough of despond of want, and I have regarded them as perhaps the most eminent of the practical virtues.' We begin to realize that the lessons our children receive, the books they read, the habits they form in early age, do the most to mould their characters and influences in life.

The world may little note, nor long remember what has already been said in favor of school savings banks, but it can never forget what we expect to accomplish. In their progress they have in it somewhere hidden some secret salvation for the children of the poor.

It cannot be denied that among the many educational reforms now on trial, the school savings bank holds its own and extends its sphere in proportion to the appreciation of its usefulness. So keen is the competitive spirit of the age that the advantage of having acquired frugal and industrial habit in the struggle for advancement is apparent to all. The sober, thrifty and educated man in every walk of life, carries with him his own capital unaffected by monetary crisis; an investment whose interest is not regulated by the success of speculation; a legacy which none can dispose of and one which none can deprive him.

Ohio.

"Everything includes itself in power."
—SHAK.

THE meeting of the Ohio Teachers' Association would be justified if only the two addresses of G. A. Carnahan of Cincinnati and W. W. Ross of Fremont had been delivered. Mr. Carnahan stated clearly the plain fundamental basis upon which alone the "improvement of the school system" can be made. We hope to present fuller extracts from this strong address. He said:

"The improvement of our system of public instruction must come from the teachers. It must originate with them and be carried on by them to its consummation. It can come from no other force. The teacher is the informing power that impels educational progress in every forward step of civilization. The advancement in education that is now so apparent in many quarters, especially in New York, Massachusetts, Iowa, Kansas, etc., is mainly due to the intelligent, active, wide awake, progressive teachers in those states. This Association should be the reservoir from which streams of educational influence should flow, reaching every school in the land, carrying new vitality to all, and stimulating everything connected with education to strong and vigorous growth. The time has come when the Ohio State Teachers' Association should take a 'new departure' in the organization of plans that shall direct and control the teachers of Ohio in their efforts to realize that substantial progress which they have so long but ineffectually struggled to secure. We need greater stability in the management of our affairs; a clearer conception of the object we desire to accomplish; a more earnest concentration of purpose. We are also greatly deficient in ability to combine the labors

of all earnest workers in the cause of education on certain definite lines of effort. Concentrated action, that may be continued from year to year, till it shall accomplish the ends aimed at, is a want acknowledged by all."

OFFICERS AND RESOLUTIONS.

President—Supt. W. J. White, of Dayton; **Vice-Presidents**—W. H. Donham, Forgy; C. S. Wheaton, Athens; Mrs. S. J. Peterson, Youngstown; Miss H. M. Pierce, Delaware; J. P. Cummins, Clifton. **Secretary**—Supt. Arthur S. Powell, Marion. **Treasurer**—Supt. J. A. Shawan, Columbus. **Executive Committee**—Supt. M. E. Hard, Salem; Supt. L. D. Bonebrake, Mt. Vernon. **Board of Control**—Supt. Chas. Hanfort, New Philadelphia; Miss Margaret Sutherland, Columbus.

The following was submitted by Supt. E. A. Jones:

Whereas, The laws of Ohio do not allow women to hold positions upon the school boards of the State because they are not electors.

Resolved, That we earnestly advocate such a change in the constitution of Ohio as will enable women to occupy positions upon boards of education, to serve upon boards of school examiners, and to vote at all school elections.

Virginia.

THE Educational Journal, of Virginia, in discussing the necessity for extending and perfecting "the public school system" says "before the time of Frederick the Great Prussia was in poverty, and was classed among the second-rate powers of Europe. This great king organized a compulsory free school system, compelling all children between certain ages to attend school regularly. In consequence the country soon began to show signs of improvement, and to-day it is one of the first nations of the earth. Germany, now realizing the great benefits derived from education, spares no expense or pains on her free schools.

It is commendable of Congress for appropriating money out of the Treasury of the United States to be distributed among the several states for the cause of education.

The laws of this country extending the right of suffrage to all, education is an essential qualification to the exercise of this right. Experience has shown that the continuance of popular governments and the welfare of all nations depends, in a great degree, upon the extent to which the masses have been educated.

The Journal says: "Dr. Curry is doing a great work in behalf of manual training as a factor in the educational system of the South. On the evening of Tuesday, June 16th, he addressed the two branches of the City Council of Richmond on the subject. His address was characterized by the eloquence and power for which he is so justly distinguished, and created a profound impression. The council appointed a committee to confer with him further as to the details of his plans, and we may soon have something definite on the subject.

LOUISIANA

EDITION

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\$1.50 per year in advance.

HENRY E. CHAMBERS, New Orleans } Editors
J. B. MERWIN St. Louis.....

North Carolina.

"It is the show and seal of nature's truth."
—SHAK.

THE teachers and people of North Carolina are getting ready to co-operate largely and effectively in the work of the great Columbian Exposition in '93.

Captain C. B. Denson, in the Southern Educational Association on Lookout Mountain, offered the following resolutions, and supported the same in an eloquent address, calling upon the South to present her grand educational advancement to the world, in the Southern Inter States Exposition of the Immigration Bureau at Raleigh, in October, 1891, to be preserved and forwarded to the Columbian Exposition at Chicago in 1893.

Whereas, The Southern Inter State Immigration Bureau will hold an Exposition of the products and resources of the South in the City of Raleigh, N. C., from Oct. 1 to Nov. 30, 1891, and has invited the co-operation of the Southern Educational Association, be it

Resolved, That this Association heartily approves the work of the Southern Inter State Immigration Bureau, and commends to the educators of the respective States of the South the support of the Educational Exhibit of Raleigh during "Educational Week," in November next.

Resolved, That the president of the Association be empowered to appoint a committee of one from each State, to correspond with the authorities of the Exposition, and assist in the proper representation of education in the South, by securing exhibits for the same.

The Resolutions were unanimously adopted, on motion of Secretary Harrell, and the following committee appointed to secure the educational exhibit: C. B. Denson, Chairman, Raleigh, N. C.; I. B. McCahan, Baltimore, Md.; H. D. Huffaker, Chattanooga, Tenn.; Mrs. S. H. F. Tarrant, Birmingham, Ala.; W. Preston Johnson, New Orleans, La.; I. H. Chappell, Milledgeville, Ga.; Dabney Lipscomb, Starkville, Miss.; I. M. Stewart, Lake City, Fla.; Virgil A. Lewis, Pt. Pleasant, W. Va.; T. G. Harris, Dallas, Tex.; K. G. Matheson, Mexico, Mo.; N. J. Roark, Lexington, Ky.; D. B. Johnson, Columbia, S. C.; C. E. Barnett, Eureka Springs, Ark.

South Carolina.

"Concurring both in name and quality."
SHAK.

SOUTH Carolina was most ably represented in the Southern Educational Association by a number of the leading educators of the State, but one of the ablest papers read was that of Prof. Edward S. Joyner, of the University of South Carolina, Columbia, upon "The Relation of the State to Higher and Professional Education." We are indebted to Capt. C. B. Denson, of Raleigh Male Academy,

N. C., for the following resume. We hope to find space for the whole argument as presented by Prof. Joyner. He said: "The American people have ever been more anxious to define the limitations than to assert the powers of government. The use of the powers of the government involves no loss of liberty by the people, so long as it is loyal to the spirit of freedom. The right of the state to provide primary education is at least everywhere acquiesced in. The light of intelligence, like that of the sun, shines from above downward. There are limits to the application of the right and duty of higher education at the expense of the state, in the South.

Higher institutions can never be absolutely self-supporting. It should be the aim of the state rather to add what cannot be supplied, through fees and endowments, than to attempt the entire task, subject as it would be to political fluctuations, or to become the prey of denominational strife. There should be an extension of aid to higher education (1) by direct support of the State University, supplementary, as pointed out heretofore; (2) by enforcing higher standards of admission and graduation.

The university should never be a competitor of the high schools. A state college is a great factor to lift up or keep down the standard. It is the worst of all policies to refuse to provide preparatory departments, and yet admit unprepared scholars. State colleges should see the demand now for progress, and lead in this work.

The state should assist in academic preparation for professional and technical schools, but as they are for the favored few, the fees paid by the student should be larger.

He touched upon industrial schools and the need the boys of the age to know machinery, and to exchange skill for mere strength, is only competitive force with the brute. With the annihilation of distance, the world is one market.

Many problems in individual education are unsolved, but all the more there should be liberal assistance. We cannot attain true development until trustees, faculties and people can rise above the test of number in a college. Quality is far above quantity.

THE meetings of the department of pedagogy, President, Hon. Frank Smith, Knoxville, Tenn., Secretary, Prof. J. U. Barnard, Cape Girardeau, Mo., were among the most interesting and profitable held at Lookout Mountain. President Smith did not forget to extend an invitation to all interested, including the members of the "Farmers' Alliance."

LET us as teachers get at and interpret the fact itself and not stop in the outer portal of the "method" of interpretation—that, is to grasp the shadow, and lose the substance.

Do not forget that these pupils have the seeds of grandeur in their souls. They need love and tenderness and an inspiration to develop this. We hope you will not forget this in your culture.

North Carolina.

"A son that well deserves
The honor and regard of such a father."
—SHAK.

DR. GEO. T. WINSTON,

PRESIDENT OF THE UNIVERSITY OF
NORTH CAROLINA.

The Southern Educator says: The choice was as wise as it was unanimous. Prof. Winston possesses in an eminent degree the qualities which go to make up a successful college president. He is just now in the prime of vigorous manhood. A scholar of liberal culture, broad views, progressive spirit, and extensive acquaintance with educational systems, a christian gentleman and a popular citizen, Prof. Winston will honor the position with which the trustees have honored him, and will crystallize the educational forces of the State, cementing the relations existing between the University and other institutions of learning, and at the same time bringing it into more intimate connection with those "universities of the people," the public schools.

DR. KEMP P. BATTLE assumes the duties of professor of the new chair of history to which he was elected last winter.

It is becoming clear and manifest to all in these latter days that mind is stronger than matter—that mind is the creator and shaper of matter—that not brute force but love, persuasion, and faith is the king of the world.

It is the fashion in most places to ignore the private school teachers in counting the number of teachers in the country and the influence of their schools. They count, though, for themselves very largely in the final outcome of intelligence and character.

THE vigilance of a wholesome, healthy, truthful criticism insures the selection of competent persons.

OUR schools have come to be a system of mutual protection as well as of instruction. This work reaches on to bless not only the present, but future generations as well. They are a far-reaching as well as a present safety and blessing.

Officers Elected.

"Let desert in pure election shine."
SHAK.

PRESIDENT, Hon. Solomon Palmer, of Alabama. Secretary and treasurer, Col. Eugene Harrell, of Raleigh; he declined to serve, on account of pressing engagements, but Captain Denson appealed to his friend to accept, and on motion of Professor Easton the declination was laid on the table, and Col. Harrell accepted the position.

The Committee on Resolutions reported favorably on a resolution of co-operation in the Columbian Exposition, introduced by J. B. Merwin, editor of the *American Journal of Education*, St. Louis, and it was passed; also of thanks to the press, the railroads, and the president and secretary, also a resolution introduced by Professor Ramsay, condemning the Louisiana lottery and extending sympathy to its opponents. This was debated, with the objection that, although a moral question, it was also a political one in Louisiana, but the Association accepted the report of the committee and passed the resolution.

The officers were requested to confer with the Southern Passenger Association in reference to a more liberal rate for next year. If this can be satisfactorily adjusted, Atlanta will probably be the place of meeting next year, this is to be settled by the Executive Committee. With hearty and enthusiastic parting speeches, full of encouragement for the future, the Association adjourned.

ALABAMA may be represented in miniature at the Exposition by a series of comprehensive relief maps. An intelligent gentleman at Mobile has brought out this scheme and proposes to show the mineral deposits, cotton belt, vegetable farms and everything else of interest in the State on a series of maps covering 20,000 square feet.

WE have good authority for saying, "He that believeth not shall be damned."

WE are responsible for the night and the limitation of ignorance, and the vice and crime that grows out of this condition. The man who is helpless, and who is a criminal, is not quite so guilty as those of us, who, by want of co-operation produce the darkness.

Intelligent Readers will notice that

Tutt's Pills

are not "warranted to cure" all classes of diseases, but only such as result from a disordered liver, viz:

Vertigo, Headache, Dyspepsia, Fevers, Costiveness, Bilious Colic, Flatulence, etc.

For these they are not warranted infallible, but are as nearly so as it is possible to make a remedy. Price, 25cts. SOLD EVERYWHERE.

MISSISSIPPI

EDITION

American Journal of Education.

\$1.50 per year in advance.

J. W. MARTIN, Jackson } Editors.
J. B. MERWIN, St. Louis

THERE is need of all the instrumentalities we can command to educate the young people.

Each and every good school reinforces every other good school. There is room enough for all, the public schools, the private schools, the denominational schools and colleges and the State university.

There should be unity of effort to make each the best, and to build up all of them.

We need more schools yet to properly educate the people for the duties of American citizenship.

It will be well to send a two cent stamp for our new Premium Globe Circular and coupon order.

County Institutes.

"As if he mastered there a double spirit
Of teaching and of learning instantly."
—SHAK.

THIS subject was most ably and thoroughly discussed, in a practical way, at the great meeting of the Southern Educational Association on Lookout Mountain.

Hon. Solomon Palmer was in the chair of the Section of the Department of Superintendence. Prof. J. P. Patterson, of Pensacola, read a practical paper upon this topic. He insisted upon regular and permanent county institutes, with fixed programs, rather than a system of itinerant institutes with traveling instructors.

J. M. Steward, Esq., of Lake City, Fla., thought the great thing in county institutes was not instruction so much as *inspiration*, and this view is the right one too. Too much is said as to *how* to teach, rather than *what* to teach. Methods should be subordinate. Florida does not hold institutes as a state, now. They are independent county organizations, and they have no aid from the Peabody fund. The counties lay special taxes to conduct their own institutes.

Prof. Easton, of New Orleans, La., said that when he organized the first teachers' institute in that state, he had three teachers present. The second year ten were present the first day, and then 100. Now they have not buildings large enough to hold the people. State Supt. J. R. Preston of Mississippi, said: We remodeled our law in 1886, to have districts convenient to the teachers. They are held at three appointed places in each county, and the instructors are paid \$2.50 daily. Certain text-book matter is taught by each, as well as method. Attendance is compulsory on the part of teachers, on penalty of deduction from salary. He believed that out of the million dollars taxation paid annually by the state, that \$50,000

would be well spent in paying first-class men to conduct institutes that should be practically short normal schools.

Professor Shinn, of Little Rock, said that in Arkansas the county institutes were far stronger to-day than ever before. A new law has provided for eight three months' institutes.

Superintendent Slaton, of Atlanta, Ga., said: "Teachers should be chosen from the best material only. No applicant, whatever his testimonial, can go before the board in Atlanta for appointment to a position until a strictly professional examination has been passed. Yet there is an unknown ingredient necessary for a teacher, which can be most effectually discerned by a visit to the schoolroom. Magnify your teachers and their work, superintendents. We have meetings of the teachers every Saturday. On the first Saturday, those of the primary schools; on the second, of the grammar schools; the third is for the high schools; and on the fourth there is regular institute work for all combined. We have 165 teachers in the city public schools—125 white and 45 colored.

Speech of Hon. G. F. Rothwell,
President of the Board of
University Curators.

ON the occasion of the inauguration of R. H. Jesse, June 3, 1891, as President of the Missouri University, Hon. G. F. Rothwell, of Moberly, President of the Board of Curators, made the introductory speech and delivered the keys of the institution to the new President. We quote from Mr. Rothwell's address the following:

The philosophy, then, of these keys is not to shut but to unlock. Not to close but to open. No Montaigne, no Chillon, no Bastille, are we of the true thought, the progressive spirit and the priceless opportunities of this great university. Turn back the bolts! Throw wide the doors! Extend an earnest invitation to the youth of Missouri and the Mississippi Valley; The moment is rich with opportunity! the future is bright with hope.

Missouri is a grand State. Her wealth of resources is unequalled on this continent. But if we rise not superior to nature then her greatness is our shame. Nature never sees herself great until seen reflected in the soul of man. No river is mighty, no sea is expansive, no valley is broad, no mountain is high, no storm is terrible, and no scene is lovely, until his intellectuality has clothed it with grandeur, sublimity and beauty. A noble race make a noble land. As Missourians rise to fame and power by great thoughts and deeds, by noble sufferings and triumphs, so will Missouri rise in the heart of this continent. There is no Thermopylae but Leonidas! And Marathon on the land and Salamis on the sea, are only other words for Greek. Not nature man, but man

MEMORY

BISHOP JOHN E. VINCENT, Chancellor of the Chautauqua Literary and Scientific Circle, writes:

"I fully endorse your system as sound in philosophy, and practical to the highest degree."

REV. JESSE L. EVELSETT, D. D., Principal of the Chautauqua Literary and Scientific Circle, writes:

"I have been working on your plan and have committed to memory five of St. Paul's epistles—Ephesians, Philippians, Colossians, First and Second Timothy. All of these I can now repeat and often do repeat, and find that I can now commit seven or eight verses in less time than two verses would require when I began."

SUPT. E. W. WEAVER, Secretary of the "Library of Education," Cincinnati, writes:

"The simplicity of the method and helpfulness of its suggestions are wonderful. It should be read and studied by every teacher."

Particulars on Application. Specimen Pages and Address on Receipt of Ten Cents.

JAS. P. DOWNS, Publisher, Room E, 243 Broadway, New York.

nature adorns. Her highest duty is to embalm his deeds, to wear his names, to stand as a monument to his virtues; and that land alone is glorious where a glorious people have shed over its mountains, and valleys, and seas the lustre of their genius. History, the world, mankind, will hold Missourians to account for the moral and intellectual grandeur of Missouri.

To-day we stand upon the scene of the greatest human agency organized by the State for the elevation of its people. The noblest destiny that intelligence, patriotism and public virtue could conceive for our State is organized in this university. It is the highest legally appointed power of development of the mental wealth, the soul riches of the youth of our land.

Sir, into your hands I consign the keys to our great university. It is a grave charge, but we have confidence in your ability and faith in your destiny. We extend to you a heartwarm welcome, and pledge you in your noble work every aid of friendship, hospitality, self-interest and ambition.

Missouri.

The New England Journal of Education has these strong, cordial, deserved words of endorsement in a late issue:

"Missouri, the empire state of the Mississippi Valley, has recently taken an important step in educational matters by passing, at the last legislative session, an institute law, to which we have already referred. This was such a revolution that we have been interested to learn from independent investigation something of its success. It is a masterly stroke, this by which Superintendent Wolfe seeks to increase the efficiency of the licensing and appointing power of teachers, providing at the same time the means for self-help and mutual improvement. For the first time in the history of Missouri, teachers, hereafter, will be licensed uniformly by those who are qualified to judge of their merits. The best educators in the state will be licensed to meet the teachers in county institutes and instruct them in matter and methods. The law also authorizes the holding of a summer normal school in July for the benefit of conductors, examiners, and teachers. These conductors hold, in August, in their respective counties, four-week institutes for the teachers of their several counties, which all the teachers are expected to attend. Think of all the teachers in Massachusetts being expected to attend a summer school for the four weeks of August! But the 12,000 teachers of Missouri will thus assemble next month to qualify

themselves the better to instruct the 800,000 pupils of the state.

Superintendent Wolfe, the author of this grand educational system, has proven himself a man of ideas with the courage to stand by them. He is in every way a grand man, whose executive ability is equal to his convictions. It has been a long, hard fight which he has made with the educational unbelievers of the state; he has worked night and day to secure the legislation and put this plan in working order, and at last has won the confidence as well as the respect of all classes. He opened the summer campaign at the state convention at Warrensburg, at which nearly 1,000 teachers and school officers were present. Excellent papers were read, eager discussion held, and much enthusiasm manifested. No such educational meeting for size and profit has ever been held in the state. At the close of the Association a summer normal or training school was opened in the normal school building, each person being taxed \$5.00 for tuition, and 320 of the teachers of Missouri responded. Think of a state association in which one-third of the entire number would remain a week and pay \$5.00 for the privilege aside from board and traveling expenses! There are 114 counties in the state, and ninety-nine of these were represented in the school. Think of it! The teachers were mostly in the prime of life, keen, intelligent, bright; ready to talk, argue, or listen; they were teachable, anxious to learn and improve. The faculty of instruction was composed largely of state talent, professors being there from three normal schools, and all had had experience in institute work. Conspicuous among those present were President Osborne and Professor Howe of Warrensburg, Professor McGhee of Cape Girardeau, Professors Kirk and McNeill of Kansas City, Professor Cook of St. Louis, and Professor McMillan of Mexico. For outside workers there were Dr. E. A. Hewitt, of Illinois, who gave a fine course on Psychology, and Prof. C. F. King of Boston,—than whom no man can speak more skillfully,—who addressed the entire school every afternoon on the subject of geography. In all his work Superintendent Wolfe has had the special support and encouragement of President Osborne of the Warrensburg Normal School, the largest normal in the state, it having had nearly one thousand students the past year. His building, one of the best in the country, was thrown open to the school, and everything possible done to make the institute a great success.

HALF RATES TO THE STATE FAIR
VIA MISSOURI PACIFIC RAILWAY.

For the Missouri State Fair, to be held at Sedalia, August 18th to 22d, the Missouri Pacific Railway has made a rate of one fare for the round trip from all points on its lines in this State. Tickets will be on sale August 17th to 22d, and be good for return until August 24th. It is hoped that a large number will take advantage of these low rates to make the coming fair a success. Further information, Tickets, etc., will be furnished by the nearest Ticket Agent of the Missouri Pacific Railway.

WASHINGTON

D. C.

EDITION

American Journal of Education.

\$1.50 per year in advance.

JERIAH BONHAM, Washington, D. C. / Editors
J. B. MERWIN, St. Louis.

THE best political economy is the care and culture of men, industry, knowledge and administrative talent will administer at last.

SCARCELY enough has been said or can be said in favor of travel and change on the part of our teachers. Every school district would be greatly the gainer to raise a liberal purse and send their teachers to these great educational conventions.

ALL strength lies within—not without.

THE teacher stands grandly and greatly forth in the history of these righteous lives, and fills its spaces with wisdom, honor and glory.

SAFE but large estimates of the wheat crop of Kansas show that the farmers are figuring the bushels and the business communities are counting the dollars. So many million of bushels of grain means \$100,000,000 of added wealth to Kansas. In fact, one of the managers of a Kansas railway system says that his road is arranging and expects to haul 500 car loads of wheat a day as soon as the rush fairly sets in. This means prosperity for everybody, salvation for the farmers, and we hope longer school terms and better compensation to the teachers who are laying the foundations for American Christian citizenship in all the schools of the State.

Maj. Hurst says Kansas will realize more than one hundred millions of dollars from her total surplus crops this year. We hope also, the teachers and school officers of Kansas will circulate another 150,000 copies of this journal among the people showing these facts and securing our "Globe Premium" and two trips around the world. Send two-cent stamp for circulars.

We are glad to see that there is an advance in the compensation of our teachers all along the line. They earn more and deserve more, for they are doing more work and better work than ever before. This gives the people power—to cope intelligently with the unscrupulous demagogues who try to "run" things for their own benefit. This increase of compensation is all deserved.

SEND a stamp for our coupon order, for the new Globe premium. You save 50 cts by using our coupon order.

KANSAS with her surplus of one hundred millions of dollars, as indicated by the carefully prepared statement of Maj. Hurst, as published in another column, can increase both the wages of the teachers and the length of the school term.

Let the teachers take the advice given in the address by G. A. Carnahan to the teachers of Ohio and bring these facts to the knowledge of the tax-payers and the people.

They will cheerfully co-operate in these directions. Intelligence gives the people power.

Send for our "Premium Globe" Circular. Two trips around the world, taken at home!

The teachers want to take this trip—the children want to take it and the people will be glad to take it too. Send for circulars.

The Best Cure.

"Enjoyed the golden dew of Sleep."
—SHAK.

MARY E. SPENCER, in the *Globe-Democrat*, says: "Let me tell you what I believe you will find to be the very best insomnia cure possible. After a modest supper of oatmeal or toast, and an evening of homely love and duties, go to bed. As soon as your head is on your pillow begin to plan who you can make happy in the morning and how you can do it. First, in your own household there are ways you can easily think over by which you can sow joy in every heart and face. Then look over your friends and recall those you have a love for. What a delight it will be to add one joy to each of a selectest circle. There are neighbors, also, who can be touched for good, and poor acquaintances who can be helped in life's struggle. Outside of all are your enemies; or those you have abhorred or hated; or, at least, those you have gone by on the other side. No matter now about remorse or regret; we are simply planning for the better, which is the true method. Perhaps you will already be asleep. But this I know, for I have tried it, your worries will be gone so far you can not coax them back. Your frets and brain heat will be fanned by angels. The delicious foretaste of what you have planned fills you with a glow of delight and peace. You have not laid out a great expenditure of strength or money. Doing good is the least costly thing in the world. What wears on you is being selfish. To hate or despise is self-exhausting. To neglect is self-robbery. To give is in most cases to get. 'Tis a big blunder to be forgetful of others' feelings."

J. B. MERWIN, managing editor of the AMERICAN JOURNAL OF EDUCATION, delivered an address before the summer normal school at Mt. Nebo, Ark. Subject, "The New Era in Education."

MISSOURI takes an important step forward and upward by securing the attendance of nearly all the teachers in the State upon a system of "institutes," conducted by those trained specially for this purpose. The county commissioner, too, will be greatly strengthened and relieved by this help in the examination of applicants for teacher's positions and the granting of certificates. We have had the pleasure of responding to a number of invitations to address not only the teachers, but the people too, who fill the largest halls and churches to their fullest capacity.

COOPER COUNTY, under the vigorous leadership of Com. Acton, held a strong institute at Bunceon, and the people were so much interested and treated the teachers with so much cordiality and attention that they voted almost unanimously to meet there for the next session.

A number of "prominent educators" who have been in attendance upon the training school at Warrensburg were on hand to instruct, and inspire to higher ideals—Arkansas as well as Missouri contributed its quota, also the beautiful church edifice belonging to the baptist denomination was used, evening lectures were given by Prof. Anthony Hayes, of Booneville, and others. Excellent music was furnished by members of the Institute and the session was voted one of the best ever held in the county.

THE people are becoming more interested in the work done by our teachers, as a result of these great meetings held in connexion with the institute. Mr. Garretson, the active, efficient commissioner of Moniteau county, held a strong, vigorous, profitable session of about four weeks, at "Hooper Institute." Assisted by an able and experienced corps of instructors, fine music was furnished for the evening addresses. Hooper Institute holds on its upward way, adding each year to its able and devoted corps of teachers. Something over fourteen hundred have already gone out from its walls into the active duties of life, as teachers, business men and women, a growing power and an honor to their alma mater.

EVEN the most elementary truths when clothed in new and fit language, gain new life and power.

Only put soul into them.

What a blessing to the children to come in contact with a teacher who can and who does word the truth afresh, and cloth it with new beauty.

NATURE and beauty disclose themselves only to the loving eye.

IN using our "coupon order" for our new Premium Six-inch Globe, teachers and others will save 50 cents.

THE HAIR

When not properly cared for, loses its lustre, becomes crisp, harsh, and dry, and falls out freely with every combing. To prevent this, the best and most popular dressing in the market is **Ayer's Hair Vigor**. It removes dandruff, heals troublesome humors of the scalp, restores faded and gray hair to its original color, and imparts to it a silky texture and a lasting fragrance. By using this preparation, the poorest head of hair soon

Becomes Luxuriant

and beautiful. All who have once tried Ayer's Hair Vigor, want no other dressing. Galbraith & Starks, Druggists, Sharon Grove, Ky., write: "We believe Ayer's Hair Vigor to be the best preparation of the kind in the market, and sell more of it than of all others. No drug store is complete without a supply of it."

"I have used Ayer's Hair Vigor with great benefit and know several other persons, between 40 and 50 years of age, who have experienced similar good results from the use of this preparation. It restores gray hair to its original color, promotes a new growth, gives lustre to the hair, and cleanses the scalp of dandruff."—Bernardo Ochoa, Madrid, Spain.

After Using

A number of other preparations without any satisfactory result, I find that Ayer's Hair Vigor is causing my hair to grow."—A. J. Osment, General Merchant, Indian Head, N. W. T.

"Ayer's Hair Vigor is the only preparation I could ever find to remove dandruff, cure itching humors, and prevent loss of hair. I can confidently recommend it."—J. C. Butler, Spencer, Mass.

"My wife believes that the money spent for Ayer's Hair Vigor was the best investment she ever made, it has given her so much satisfaction."—James A. Adams, St. Augustine, Texas.

Ayer's Hair Vigor

PREPARED BY

Dr. J. C. AYER & CO., Lowell, Mass.

Sold by all Druggists and Perfumers.

IN these lines and in these instrumentalities of education will be found the promise of the future, to feel the enthusiasm of solemn reverence for what is right—belongs to those spirits only—which nature has touched with her most ennobling influences.

ONE of the specially favorable signs of the times concerning "university extension" consists in the extended notice given to it by the daily press. These notices are in the main favorable, and not the least favorable is the discriminating editorial reference to the movement in a recent issue of the *St. Louis Republic*.

The general possibilities of good in the movement are recognized. On the other hand, it is also recognized that there also large possibilities of sham, of "humbug" in such attempts toward the general good.

The caution is timely and vital. Unless it is carefully heeded, unless the movement is kept under strictest control by sober-headed men, it will speedily fall into disrepute and the splendid possibilities it offers will be left for another generation to realize.

New Books.

MR. WILLIAM HENRY SMITH, the Manager of the Associated Press, has written an article for the forthcoming August *Century* on "The Press as a News Gatherer," in which he describes the origin and growth of that famous organization, the Associated Press. The entire world is covered in its wonderful system. Its leased wires, operated under its own direction, exceed 10,000 miles in length, and pays nearly two millions of dollars a year for service. "The Work of a Single Day" is the title of one chapter, and Mr. Smith also discusses "Public Criticism," and "How Shall the Press be Reformed?"

THE New England Magazine will print the Harvard Commencement essays in its August issue. The topics are "The Harvard Senior," "Edward Rowland Sill," and "A Remedy for American Philistinism."

Two installments of Gladstone's discussion with Huxley over Christ's sending the devils into the herd of swine will be printed in the August Popular Science Monthly. The title of Mr. Gladstone's paper is PROFESSOR HUXLEY AND THE SWINE-MIRACLE, and that of the rejoinder is ILLUSTRATIONS OF MR. GLADSTONE'S CONTROVERSIAL METHOD.

The Empire in its editorial on the meeting of the N. E. A. in Toronto, opens as follows on "Education in Canada:"

"It is said that one hundred years ago the Duke de Rochefoucauld wrote that 'the Canadian who can read is regarded as a phenomenon.' During the succeeding century the development of educational facilities, the increase of intellectual culture, the improvement of the political position of the people and the high aims and energetic labors of the pioneers of scholastic and collegiate instruction have resulted in the evolution of a Canadian system which, for general proficiency, wide application and useful purpose, is perhaps unequaled amongst Christian and civilized communities."

In 1880 the number of pupils attending Public, High, Normal and Model Schools in the Dominion was 997,554; the number of teachers 21,120 and the expenditure \$3,466,255, whilst Dr. Bourinot, the eminent Clerk of the House of Commons at Ottawa, has estimated that the total amount expended in the Province of Ontario for all educational purposes between the years 1850 and 1880 was upwards of \$50,000,000, and the amount expended in all Canada since Confederation in 1867—twelve years—was \$84,000,000. Add to this latter sum an average of \$6,000,000 a year since 1880 and we have the large sum of \$124,000,000 spent on education by four or five millions of people in the course of twenty-two years.

IGNORANCE attacks man in the citadel of his very existence, and in his fortune as well. Intelligence helps, and puts every child in possession of the accumulations of all who have gone before. Intelligence illuminates the way. Ignorance obstructs and darkens it. Our schools help illuminate the way and make it easy.

LET your coming, as a teacher among the children, be and bring a festival.

Yes, we believe most thoroughly in the principle and in the work done by our public schools, but we know, too, that a very valuable and far-reaching, all-important work is being done in the so-called private schools, a work we cannot by any sort of means afford to dispense with or ignore in the final estimate of education and intelligence in this country.

GO AND VIEW THE LAND.

Three Cheap Harvest Excursions.

On August 25th, September 15th and September 29th, Low Rate Harvest Excursions will be run from ALL STATIONS ON THE WABASH RAILROAD to the Great Farming Regions of the West, Northwest, South and Southwest. Tickets good returning for thirty days from date of sale. The crops were never so good as this year, and the Railroad Rates, via Wabash, never so low. Whatever section you wish to visit, be sure and write to or call upon the nearest Wabash ticket agent for particulars as to rates, time of trains, accommodations, etc.

If you do not live adjacent to the Wabash, write at once to

F. CHANDLER,
Gen'l Passenger and Ticket Agent,
ST. LOUIS, MO.

Size and Population.

"Give us a taste of your quality."

—SHAK.

THE population of the United States is said to be about 64,000,000. Brazil's is somewhere near 14,000,000, and Canada's in the neighborhood of 5,000,000. In area, the United States has 3,025,000 square miles, exclusive of Alaska, and 3,602,099 with Alaska. Canada has 3,470,227 and Brazil has 3,209,878.

TRUTHFULNESS pre-supposes force of character, resolute courage and a growing strength of will. Let the school train for this all the time.

Sunday Excursion.

A St. Louis, Keokuk & North-Western train will leave Union Depot, St. Louis, every Sunday morning, at 7:30, for Quincy, Ill., and intermediate points. Returning train leaves Quincy at 6:20 in the evening. Round trip tickets at very low rates. Ticket Offices, 112 N. Fourth St. and Union Depot.

DR. HARRIS, the U. S. Commissioner of Education, makes a number of important suggestions. We hope early action will be taken by the teachers in all the states. Dr. Harris will be glad to furnish "Bulletins" No. 1 and 2 bearing upon these points to all who will send for them. Leading off in this matter our teachers everywhere will strengthen themselves. As Mr. Carnahan of Ohio says "these improvements must come from the teachers."

THE teacher works with materials that have souls in them. He may be familiar with all the books that teach, he may be accomplished in the theory and mechanism of conducting a school, he may have experience too, yet, if he lack the one thing of character which give personal ascendancy, down to the dust will the banner sink. It is this that makes leadership, makes one man ten and enables a thousand to put ten thousand to flight. The ardor of his soul had set the whole neighborhood on fire. It inflamed all with whom he came in contact. He speaks as from a full mind and should find only peers in all society.

THE address on "The South, its past and its future," by R. Lin Cave, Nashville, Tenn., at the Southern Educational Association at Lookout Mountain was listened too with interest.



Wood Stand, Plain,
No. 70. Price, \$3 50.

NEW 5 INCH GLOBES.

With cuts showing styles, sizes and prices.



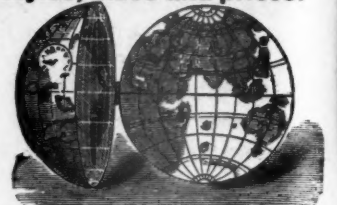
Hemisphere Five Inch Globes,
No. 75. Price, \$3 50.



Wood Stand, Plain,
Inch Globes, No. 6. 62 Price, \$5.

NEW 6 INCH GLOBES.

With cuts showing styles, sizes and prices.



Hemisphere 6 Inch Globes,
No. 66. Price, \$5.

NEW 8 INCH GLOBES

With Cuts showing Styles, Sizes and Prices.



Low Bronzed Stand, 8 inch Globe, complete. 8 inch Globe on Wood
In Hinged case. No. 45. Price, \$15. Stand, with meridian \$13.00

The Eight-Inch Globes are convenient for measurement, being 1,000 miles to every inch on the surface.

24 meridians are represented which make the reckoning of time easy, being one hour for each meridian.

They are of the most convenient size for general use, and where provided with horizons, are movable on their equatorial axis, allowing of the convenient inverting for examination of Southern hemisphere s.



Hinged Case, for Globes.



Low Wood Stand, 8 inch Globe.
With Compass, in Hinged case, No. 47, Price, \$17.

For circulars and other information, for EVERYTHING needed in schools, address with stamp, for reply, and send direct to

J. B. MERWIN,

Manufacturer & Dealer in School Supplies of all kinds, 1120 Pine Street, St. Louis, Mo

IF, in "making our way," we must trample on conscience and right and duty, and hurt the good in any direction, let us take a path which will avoid such penalties. They are too great. Teach the children this.

THE able and efficient manager, Mr. Chas. T. Wilson, of "Lookout Inn," Lookout Mountain, Tenn., made ample provisions for the crowd in attendance on the Southern Educational Association on Lookout Mountain. The company erected a splendid and ample pavilion in which to hold the general meetings, put up electric lights, and gave the several departments, in addition to the above, halls and parlors, besides rooms in which the several committees could hold their meetings. Nothing was wanting and nothing that would contribute to the happiness and success of the occasion was left undone by Mr. Wilson, his clerks and co-laborers at "Lookout Inn."

Better Yet.

THE *American Agriculturist*, in its annual review of the harvests for 1891 says, the farm profits will be \$1,000,000,000 more this year in the United States than during recent years. Maj. Hurst says Kansas will contribute \$100,000,000 towards this result.

Will our teachers take these facts to the people, and interest them anew in the great work the schools are doing towards giving the people power to produce, and to control their productions too?

This ought to be done everywhere so as to increase both, the compensation of our teachers, and the length of the school term.

We hope these suggestions will be carried out by our more than four hundred thousand teachers.

THE WAVERLY

Hot Springs, Ark.,

Is in better condition than ever; is complete in all its appointments, including passenger elevator of most approved kind. This hotel offers inducements not to be had at any other house in the Valley, in that it is connected with the finest and most complete bath-house in the city by a closed carriage, free to guests. The bath-house is of brick, elegantly furnished; has tile floors, Scotch porcelain tubs, and is, probably, the finest bath-house in the United States; it gets its water from the renowned Big Iron Spring. This gives The Waverly superior advantages over any other house, while it adheres to its original prices, which are reasonable. For information address

L. D. CAIN, Prop.

LITTLE ROCK & MEMPHIS RAILROAD.

SHORT LINE

—BETWEEN—

East and West,
Southeast and Southwest,

Two Fast Express Trains Daily,

Making Direct Connections to and from

ARKANSAS AND TEXAS.

ELEGANT BUFFET SLEEPERS ON ALL TRAINS.

**Short Line.
Fast Time.
Sure Connections.**

The only line from Memphis West without bus transfer, running through Sleepers and Parlor Coaches between Memphis, Tenn., and Fort Worth, Waco, and other Texas points.

For maps, schedules and other information address,

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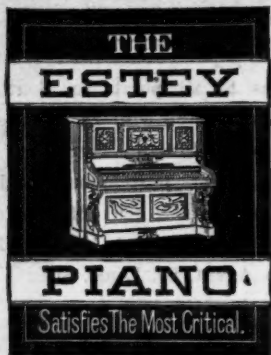
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